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ABSTRACT

The Educational Opportunities Program (EOP) at the University of Iowa was established in April 1968, and has as its purpose the recruitment and provision of financial support and academic assistance to students from educationally and economically disadvantaged backgrounds. The program was established by President Howard R. Bowen during a memorial convocation speech honoring Martin Luther King. Excerpts from this speech are followed by excerpts from the report of the University Human Rights Committee upon which much of the implementation of the EOP was based. They include: (1) the necessity for the program; (2) recruitment of students; (3) need for special academic assistance; (4) need for special environmental assistance; and (5) need for financial assistance. A brief note deals with recruitment of Negro graduate students. The rest of the report describes the program: its purposes and objectives; goals; recruitment of students in high school and their high school backgrounds; identification of transfer and graduate students; financial support provided; and supporting services which include continuing orientation, counseling assistants; academic and tutorial assistance. The report concludes with a summary of high school records and retention of EOP students. (AF)

MAY 8 1970

THE UNIVERSITY OF IOWA
IOWA CITY, IOWA 52240

Office of Admissions and Registrar

Coordinator, Educational Opportunities Program

ED042423

SUMMARY REPORT FOR

EDUCATIONAL OPPORTUNITIES PROGRAM 1968-69, 1969-70

Prepared by

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Revised

February 13, 1970

HE001 712

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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History

The Educational Opportunities Program (EOP) was established at The University of Iowa by President Howard R. Bowen during a Memorial Convocation speech in honor of Dr. Martin Luther King Jr. on April 9, 1968. Presented below and on the following pages are excerpts from the speech by President Bowen which launched the Educational Opportunities Program:

> We cannot by ourselves solve the national problem of equality among men, but with a great university at our disposal, we can and must help.
>
> At a time of national sorrow and shame, it is easy to give vent to our emotions through rhetoric, and then when the shock subsides to fall back into an all-too-familiar routine. The test of our consciences comes not from what we say, but from what we do. And it comes not from what we do over one weekend, but rather what we do in a sustained fashion over months and years.
>
> First and foremost, I should like to ask a new sense of dedication and commitment on the part of every member of the University, every citizen of Iowa City, and every organization to the cause of equality among men. No one of us--white or black-- has a clear conscience in this matter.
>
> Second, I suggest that individually and in groups we consider the current state of federal and state legislation regarding civil rights, education, economic opportunity, and express our views to Congressional leaders. It is obvious that bolder and more comprehensive provision for jobs, family income, education of the disadvantaged, and housing are needed without delay.
>
> Third, I ask that the steering committee of our new and successful Action Studies Program explore opportunities for relevant study and community service. We need to enlarge our understanding of the Afro-American culture, of interracial relations, of poverty, human rights, and of related matters.
>
> Fourth, the Dean of Faculty, Mr. (Willard) Boyd, is making plans to convene a meeting of interested faculty members to review our educational and research activities in the areas of Afro-American culture, interracial relations, poverty, etc., and to consider the introduction of new courses or programs. This group will include faculty members from areas such as Law, Medicine, Dentistry, Nursing, Education, the School of Letters, Economics, History, Political Science, Sociology, Religion, and Social Work. This group will undoubtedly consider the establishment of an inter-disciplinary center or institute of Afro-American studies, and will also probably consider linkages to the recently established and exciting program on human rights.
>
> Fifth, the University has been involved for several years in Upward Bound, which is financed mainly by federal funds, and also in assistance to LeMoyne College and Rust College, both predominantly Negro institutions located in the Memphis area. I ask that we continue and strengthen these programs. I particularly hope that we shall carry on and extend our increasingly active relationships with LeMoyne and

Rust Colleges. These institutions, though, are doing more for Negro education than we shall ever do, and they deserve our continuing support. They have expectations of help from us which we should not disappoint. The fact that they are located in the Memphis area, where Dr. King died, perhaps gives them special significance. I would suggest that the local committee--RILEEH as it is known--be strengthened by the addition of faculty, students, and citizens of Iowa City.

Sixth, I ask that we join together--students, staff, and Iowa Citians--to welcome more students of Negro and other disadvantaged backgrounds to study at The University of Iowa. The University has been working on this objective for several years and we know it is not easy to achieve. There are problems in locating qualified students, there are problems relating to the nature of our community which in spite of good intentions is not always hospitable to minority groups, there is need in some cases for special programs and tutoring, and most of all the cost for financial aid is very heavy. But these are difficulties to be overcome, not reasons for inaction.

I expect to authorize the Dean of Admissions and Records (Donald E. Rhoades) to increase his staff for the express purpose of identifying and counseling qualified Negro and other disadvantaged students and helping to open the door of opportunity for them at this University. But when these students arrive, they will need substantial financial aid, and the University funds in this area are very limited. Here is where we can all help. I suggest that we establish the Martin Luther King scholarship fund, and that we--students, faculty, townspeople, and friends of the University--contribute to this fund. I am thinking of a fund of perhaps $50,000 a year. This in combination with modest loans would provide opportunities for perhaps 35 to 50 additional students of minority background. These students would be known as Martin Luther King scholars. Their scholarships would perpetuate on this campus the name and the ideals of the man we honor today. Would you be willing to support such a program? The costs might be shared more or less equally among students, faculty, and townspeople. The cost to students would be of the order of a dollar or two a year.

I have presented a six-point program by which those of us here in Iowa City might begin to do our part in carrrying on the ideals and the work of Martin Luther King. The Program doubtless could be improved. It strikes me as perhaps too small and too unimaginative in relation to the dream of Martin Luther King. If you have ideas that are better, please come forward with them. In the meantime, let us get to work; let us make a new beginning.

Implementation of EOP was strongly based upon proposals outlined in the University Human Relations Committee Report and resolutions of Afro-American students submitted to President Bowen on April 8, 1968. Presented below and on the following pages are excerpts from the report of the University Human Rights Committee:

It is the conviction of the Human Rights Committee that, in order to fulfill its societal role, the University must pursue a vigorous policy of recruiting Negro students, faculty and staff and that the University should proceed at once to establish a Center for Afro-American Studies on campus. Our basic proposals are outlined below and, although the recruiting proposals are couched primarily in terms of Negro recruiting, it should be borne in mind that the recruitment of other disadvantaged groups (Indians, migrants, Puerto Ricans and poor whites) must be included in any such program.

I. Undergraduate Recruiting

A. The Necessity for the Program

The plight of the University with respect to black students is perhaps best illustrated by the fact that there are 179 such students now (Spring 1967) on campus compared with about 200 in 1940, when the University had only 6,667 students. (There were 16,829 students enrolled in 1967.) If we were to have the same percentage of black students today as we had in 1940, there would have to be some 564 on campus. In eight or ten years, when the University will be approximately 25,000, there would have to be 750 to maintain the same percentage. Even if the 1940 percentage were taken as a reasonable interim goal, we would have a long way to go. And it will be costly to achieve even this goal.

Nevertheless, there are strong reasons for exerting the effort necessary to increase the non-white component of the student body. The goal of increasing this Negro representation is important for at least two reasons. One is practical. Our national policy requires Universities receiving Federal funds to take affirmative steps to insure that their students, faculty and staff lose their monochrome hue and more nearly reflect the composition of our total society.

. . . Nor is it open to the University to excuse its situation by pointing to the relatively low percentage of minority races in Iowa. As long as Federal funds are involved, the government will insist that a national, rather than a provincial, view of the obligations of the University be taken.

A second amd more cogent reason for the University to pursue a well financed policy of minority recruiting is that the Federal policy is right, both morally and in terms of societal needs. Responsibility for the ever widening chasm between the advantaged and the disadvantaged rests with Society itself, since it set the forces in motion which created and now maintain the ghettos, the inferior opportunities, and atrophy of personal development and the racial divisions of our nation. Therefore, society and all its major institutions, certainly including the Universities, cannot stand aloof and accept present patterns as a given for which they have no responsibility and in relation to which they have no obligations. On the contrary, they have an affirmative duty to break the molds and alter the patterns they have created, and to do so by all appropriate means. In this task, Universities must play a prominent role since they not only have great power and prestige, but are in a unique position to help remove one of the principal impediments to equality -- inadequate education and training -- since it is only through education that society can hope to end the self-perpetuating cycles of poverty, segregation and despair. Furthermore, not only will increased educational opportunity materially assist the individual receiving it, but his achievement will serve as an example for others in the minority communities, and furnish proof that progress is possible within the existing system.

B. How to Recruit the Students

The Committee proposes that a full time person (preferably from some minority group) be employed to recruit minority students. It is the Committee's understanding that although some staff time is presently devoted to the recruitment of the socio-economically disadvantaged and that there are a couple of hundred (mostly Caucasians)from this group on campus, that this recruitment is not coordinated or centralized. The assigning of a person to this task is essential if it is to be done effectively, since the recruiting of disadvantaged students will be a time consuming process. It is well known that children from lower socio-economic families tend to fall outside of the motivation patterns which stem from middle-class values and life styles and which, consequently, tend to be self-operative for middle class children. As one important instance, Negro and lower class children tend to be less familiar with application procedures and the like. Thus, an effective recruiting program will require repeated visits to a school, first to talk to the students and later to the parents. In addition, the critical high school guidance people will often have to be retrained to the opportunities for Negro children which may have been systematically discounted in the past. Developing a useful continuing relationship with the guidance people, too, will take time. Thus, although it is the hope of the Committee that valuable assistance in interesting students in the University will be provided by minority students already on campus, as well as the Afro-American organization, a full time person, plus secretarial help, will be required.

There are two geographic areas in which a University of Iowa minority recruiter could operate effectively. The first is Iowa and its immediately adjoining cities of Omaha and the Illinois part of the Quad Cities. In addition to the possibility of recruitment of Indians at Tama and Sioux City.

The second area for the recruiter to operate in would be the major metropolitan areas of the Midwest. Given the low proportion of minority group students in Iowa, if the University is to fulfill its role as an educator of minority group students, intensive recruiting must be done out of state. There should be no objection as a matter of policy to such a course of action if it is once decided that the University must fulfill its societal commitment by increasing the number of its black students. Nor could this be out of line when compared with other University policies. Iowa is not, in fact, an institution exclusively for Iowans. Both its student body and faculty now include substantial numbers of out-of-staters. It is desirable to retain and even extend this multi-state character. Much education at a University comes from interchange, both within and without the classroom, with those of differing backgrounds and experiences, and thus the strength of a great institution depends, in part, upon attracting a diverse and varied group of people. Thus the University already recruits out of state for first rate athletes, graduate students and faculty. Furthermore, the Iowa student body includes students in significant numbers from metropolitan areas such as Chicago. It hardly needs to be said that, based on the multi-racial composition of the population of the extended area from which the University already draws, the Negro component of the University of Iowa's student body is grossly under represented.

When fully effective, in about six years, a program such as that outlined above would increase Negro undergraduate enrollment by about 400 students (the remaining number to fulfill our goal of 750 would have to be recruited by the graduate departments.)

C. Special Academic Assistance

Many of the students who will be recruited under this program will be able to carry the regular academic program without any special assistance. However, many, perhaps most, of the students recruited under this program, although promising, could be expected to need some degree of remedial work. A recent study of similar "high risk" programs by the Southern Education Foundation has pointed out not only that such programs have been "more talked about than carried out, "but that, "The common denominator of all the truly successful programs emerges rather clearly. Invariably, the institutions have special tutorial and advisory staffs. They ride herd on the high-risk students and they provide enough special funds to keep the program and the students going."

The Committee feels that, for those students who, although having considerable promise, would not meet the regular admission standards, the best program would be to use a "Transitional Year" approach under which the high-risk student would be admitted as a student at the University, but would take a reduced load, take certain remedial courses and receive special tutorial assistance.

D. Special Environmental Assistance

To take a culturally deprived student out of the ghetto and dump him on a campus of 18 or 25,000 white middle class students, even if special financial and academic aid is provided, will not be enough. The cultural shock will be too much and the risk of increasing alienation and bitterness too great. The University has recently moved in the direction of providing more intensive individual counseling, for Freshmen in such fields as Engineering and Political Science and has, of course, traditionally assigned counselors to such groups as fraternities and sororities.

A counselor being available at the students beck and call could certainly assist a student attempting to change his mental image of himself to a very positive one. . . . Counselors should be available also to assist students with personal problems which may pertain to adjusting to the University, family difficulties, etc.

E. Special Financial Assistance

As the earlier quotation describing successful "high risk" programs indicated, it is, of course, clear that any such recruiting program would have to be backed by substantial financial assistance to the students, up to the full costs of education in those cases where the family is unable to provide any assistance. In the first year of the proposed program we might recruit 75 students (25 from the Iowa region and 50 from the metropolitan areas), of whom perhaps 15 would be residents and 60 (including those from Omaha and Illinois Quad Cities) would be non-residents.

II. Recruiting Graduate Students

Negro graduate students may be regarded as falling into three categories. First, there are a small but growing number of Negro students which the University may hope to attract from colleges and universities around the country. Second, there are Negro graduates of the academically superior Negro schools, such as Howard University. Third, there are Negro graduates of Negro colleges which do not have high academic standing.

For all three categories, assistantships and scholarships must be provided. As an inducement for individual departments to recruit Negro graduate students, the program of administering much of the necessary funds centrally, and not charging them against department budgets, should be enlarged.

On December 9, 1969, the Faculty Senate voted 49 to 1 to endorse the Human Rights Committee Report.

Phillip E. Jones was appointed Coordinator of EOP in the Office of Admissions and Records. Dean Rhoades and Jones began to establish the operational procedures for EOP July 1, 1968. Fifty students were identified and admitted to The University prior to Jones' appointment. Forty-two of the fifty students actually enrolled the Fall semester of 1968.

A Martin Luther King Jr. scholarship fund drive was launched during the spring of 1968. The goal of the fund drive was to raise $50,000 from volunteer contributions of faculty and staff, student and the community. The initial fund drive yeilded $21,654.05 in cash donations and $25,648.92 in pledges.

DESCRIPTION OF THE PROGRAM

Purpose and Objective

The purpose of the EOP is to locate, recruit, and provide financial aid and academic assistance to students from educationally and economically disadvantaged backgrounds, thereby helping increase minority group population at The University of Iowa. The objective of the program is to assist students in developing their individual potentials to become progressive forces for effective economic, political, and social change within their communities.

The students recruited to the EOP are not "culturally deprived" or "socially disadvantaged." To say the students are culturally deprived implies there is only one culture from which students may come, EOP students are generally from a different cultural background than what is considered "mainstream America." Within their culture they have been deprived of financial and educational resources to enter or compete in higher education. Nevertheless, the students have a rich heritage and are socially adapted and mature. They have the potential to develop the academic tools to have successful college careers. A concomitant objective of the EOP is to develop a meaningful sense of awareness and an active commitment for changing attitudes of "advantaged students" by bringing them into contact with students from different cultural and social backgrounds.

GOALS

1. To develop relevant courses in all areas of the undergraduate curriculum through the introduction of course content relative to "different advantaged" student concerns. More meaningful transfer of training should be incorporated into the course material relative to the experiences of the different advantaged.

2. To develop instructional methods relative to previous learning experiences. Primary language patterns should be accorded consideration as an important functional media. The student should learn to broaden his communicative ability in the secondary idiom without destroying his functional ability in his primary idiom.

3. To develop a functional supporting services program; to provide academic assistance for each student to the extent of personal need, to provide financial aid counseling and emergency funds to assist students managing their financial resources, to provide personal counseling for "alternative" information and to assist in cutting "red tape" by using functional referral and follow-up procedures, and to help students develop a professional or vocational vocabulary in order that they might endeavor to enter fields other than those traditionally open (such as teaching and social services) to "different advantaged" graduates.

The recruiting phase of EOP emphasizes identifying and admitting students on four different levels in the University. The four levels are undergraduate freshmen, undergraduate transfer students, the graduate college, and professional colleges.

Seventy-five students were identified for the entering class for the Fall semester 1969-70. Sixty of these students were undergraduate, and ten of the sixty were undergraduate transfer students. Ten places in class were reserved for law students, and five places were filled by graduate students. In addition to these, the Medical School provided three places for medical students, and one student was admitted in the Dental College.

High Schools

Initial recruiting efforts for 1969-70 were developed at the high school level. The EOP candidate must have both educational and financial need. The geographic area of concentration in the fall semester of 1968-69 was metropolitan Council Bluffs and Omaha, Nebraska, the state of Iowa, the Quad Cities area (Davenport, Rock Island, Moline, and East Moline) Chicago, Illinois and Kansas City, Missouri.

A "three contact" recruiting program was used to identify students. Initial contact was made by letter to high school counselors. The correspondence was followed by a visit to the high school by a representative of EOP. The EOP Coordinator met in small groups with students who fit the EOP description. The second contact was made with students who had applied for admission. The purpose of the visit to the high school or home was to establish personal contact with the student and to answer questions regarding entering the University. The third visit was primarily to meet with parents and students and discuss the financial aid awards and the parents' questions.

The EOP student is not rigidly defined. All EOP students meet the University's minimum entrance requirements. Therefore the program is not established to serve the "high risk" population of students who are strictly non-admissable. The typical EOP student will show a discrepancy in his academic record. He may have relatively good grades and low SAT or ACT scores or the situation may be reversed. The average ACT composite score of the admitted students for 1969-70 is 18.15 whereas the average grade point average is 2.88. The lowest composite ACT in the group is 6, and the highest ACT composite is 27. (The average ACT composite for the entering freshman class at The University of Iowa is 25.)

The EOP student might be characterized as "high risk" if he was rigidly judged on the basis of the criterion as applied to the general population. However, each student is considered on the basis of individual academic potential in addition to his academic performance. The "risk" element is minimized by providing the students supporting services. Such as academic assistance in regular University classes, personal and financial aid counseling, and professional and vocational guidance information.

In relation to their high school backgrounds, 86% of the students admitted for 1969-70 finished in the upper half of their graduating classes, 59% finished in the upper quarter, and 14% were in the lower half of their classes. Five percent of the students admitted were number one in their high school classes. However, their test scores were sufficiently low enough to place them at an academic disadvantage when compared to the median scores for all freshmen entering the University. It is clear that the students have high academic potential. They only become "high risk" when left to their own devices in a socially and culturally different environment which does not adequately meet their needs.

Undergraduate Transfer Students

Identification of transfer students was also given special emphasis in the initial recruiting effort. One of the major considerations was for recruiting students who were not admissable on the basis of high school records, but who had successfully completed developmental and/or regular course work in two year or other institutions. The Coe College Transitional Year Program (Cedar Rapids, Iowa), Project Set-Go Central YMCA Junior College (Chicago, Illinois), and Kirkwood Community College (Cedar Rapids, Iowa) were the primary targets for fall 1969-70.

In previous sections of the description the definition of "high risk" as it pertains to this program was discussed. A very important reason for stressing the identification and recruitment of community college transfer students is to broaden the population of "risk" students. Through the transfer recruitment program, the EOP at Iowa becomes available to previously "higher risk" students whose academic needs could not be met at the University had they entered as freshmen. This is a valuable adjunct to developmental programs in community colleges in urban areas.

Graduate

The EOP was expanded in the spring of 1969 to include graduate students. The initial effort was on a very limited basis. The Graduate EOP candidate is described as a person with academic potential from educational and economical situations, that might not allow him to pursue a graduate degree. Two populations are considered for admission to the Graduate EOP. One is the student who does not qualify for regular admission to the graduate college, and the other is the student who is admissable but has financial need. Each applicant is considered for special admission by a selection committee under the supervision of the Graduate Dean and the major department for one year.

Application Summary 1969

Total Applicants	263	
Resident	73	
Non Resident	190	
Transfer	45	
Freshmen	218	
Admitted	96	
Resident	39	
Non Resident	57	
Transfer	9	
Freshmen	73	
Rejected	44	
Resident	4	
Non Resident	40	
Transfer	3	
Freshmen	41	
Admitted		
Average ACT	18.15	
English	17.61	
Math	18.34	
Social Science	18.26	
Natural Science	18.52	
Grade point	2.88	
Rejected		
Average ACT	13.32	
English	12.94	
Math	12.35	
Social Science	13.74	
Natural Science	14.90	
Grade point	1.05	
Class Ranks of Admits		
upper half	63	86%
upper fourth	43	59%
lower half	10	14%
#1 in class	4	5%

Admitted	96	
Male	45	47%
Female	51	53%
Residents	39	41%
Male	19	49%
Black	7	37%
White	8	42%
Oriental	1	5%
Spanish	3	16%
Female	20	51%
Black	10	50%
White	9	45%
Oriental	0	
Spanish	1	5%
Non Residents	57	59%
Male	26	46%
Black	25	96%
White	1	4%
Female	31	54%
Black	30	97%
Oriental	1	3%
Upward Bound	5	
Residents	3	
Male	1	
Female	2	
Black	1	
White	2	
Non Residents	2	
Male	0	
Female	2	
Black	2	

Financial Aid

Financial assistance in the EOP is awarded on the basis of individual need. Financial need is determined from parent's income information submitted to the office of Financial Aid by the College Scholarship Services or the American College Testing Service. Each student who applied for 1969-70 was asked to submit a PCS (Parent's Confidential Statement) to the College Scholarship Service or an FFS (Family Financial Statement) to American College Testing Service.

John Moore, Director of Financial Aid, devised a formula for distributing financial aid to EOP students. The formula was set up to provide sufficient funds to cover estimated cost for tuition, room and board, books, and personal expenses. The budget figure for 1969-70 for a resident of Iowa is $1900, and non-resident of Iowa is $2500. Students receive aid from five possible sources; family contributions in cases where families are able to contribute financially, Federal Educational Opportunity Grant up to $1,000 a year based on family income of $6,000 a year or less; National Defense Educational Act Loan of $200 a year; University EOP grants: and part-time employment in the work-study program (from 10 to 15 hours a week) to provide personal spending money.

Each student's need is determined by the amount of money his parents are able to contribute. A typical resident financial breakdown might be as follows:

Basic cost: $1,900
Family contribution: 0 (student would qualify for full need)
Need: $1,900
EOG: $800
NDEA: $200 (loans to all students is the same)
EOP: $800
W/S: $100
$1900

The figures in a typical non-resident financial aid formula would be:

Basic cost: $2500
Family contribution: 0
Need: $2500

EOG:	$1,000
NDEA:	200
EOP:	1,200
W/S:	100
	$2,500

Financial aid to the 42 students admitted in the fall semester of 1968:

EOG	University (EOP)	Work Study	NDEA
$11,500	$22,850	$16,500	$15,300

Based on a rate of 70% for returning students and 60 new undergraduate students for 1969, $126,841 was appropriated by the University for EOP undergraduate student support grants.

In establishing the financial aid program for EOP students, financial aid was assured to each student for up to five years. The student may take less than five years to earn a bachelor's degree, but the five year commitment allows him to enroll in fewer courses (12 hours) each semester and devote more time to each course. No student is required to limit his program to twelve semester hours. Although students are assured financial assistance for a five year period of time, these funds are not available for support during summer sessions if a student chooses to "make-up" during the summer.

SUPPORTING SERVICES

Recruiting "different advantaged" students and providing funds for educational expenses is not enough. Retention is vital. Therefore, it is absolutely necessary to develop a supporting services program to assist EOP students at the University. The general objective for supporting services in EOP is to help students achieve self-motivation, self-discipline, and self-confidence for academic pursuits.

The supporting services for EOP are organized into three areas:

1. Orientation

A. Orientation Workshop

In September 1968, a one day orientation workshop was held for the incoming 42 EOP students. The purpose of the workshop was to familiarize the students with the registration process, liberal arts requirements, and financial aid and work study information. The workshop was planned in conjunction with the regular university freshman orientation activities.

The results of the workshop were good and bad. Students had an opportunity to be placed in Rhetoric classes commensurate with their abilities. With few exceptions, the students were recommended to enroll in regular Rhetoric classes, and the exceptions were advised to enroll in the accelerated Rhetoric class. Each student worked out a tentative schedule for classes based on the information regarding liberal arts requirements and the registration information. Unfortunately, one day was not sufficient to allow students to get most of their questions answered. A week long orientation workshop was held in September 1969 in order for more time to be devoted to individual counseling. The workshop was a moderate success. Students were advised in small groups and individually with regard to recommended courses and building a schedule, registration procedures, and financial aid awards. The Academic Coordinator provided individual folders on each student for use by the EOP staff during the workshop. The workshop was held two days prior to and three days during the regular freshman orientation, and the schedule was arranged so students had time to participate in the regular orientation program. Students went in groups and individually to orientation activities that pertained to them (i.e. language placement tests, hearing tests, ACT examinations). Each student exercised his own prerogative about attending orientation social functions. The workshop terminated with a group regis-

tration which was an invaluable asset in providing assistance to incoming students.

We also held a parents' orientation program on the Sunday preceding the orientation workshop. The general response to the brief discussion held at the Iowa Memorial Union, the bus tour of the campus, and picnic supper was favorable.

B. Continuing Orientation Program

The continuing orientation program was established to assist students in rectifying "situations" before they culminate as "problems." The program consists of formal and informal discussion sessions with students. Group sessions are held approximately once a month and students discuss current academic, social, and sometimes personal concerns. Two half-time counseling assistants were appointed in 1968 to help carry out this phase of the EOP.

2. Counseling Assistants (Graduate and/or undergraduate students in EOP)

A. University Services Information

Each Counseling Assistant (C.A.) is assigned to an area for student services; the Office of Student Affairs, Financial Aid, Admissions, and the Office of the Dean of Academic Affairs. The C.A.'s report to the Coordinator of the EOP. The C.A. must be familiar with the various student personnel services on campus in order to direct students to the appropriate service when the need arises.

B. Personal ("common sense") Counseling

The C.A. provides "common sense" counseling to help students develop confidence in their abilities and learn to help themselves. Common sense counseling entails relating to students in terms they understand, accept, and appreciate.

It may be necessary at times for the C.A. to anticipate students' needs. The C.A. should present students with information that will help them recognize their needs and become aware of the possible alternatives to

address their needs. The key to success for the EOP lies in our personal involvement with students in helping them relate to the University community and the University community relate to the students.

C. Financial Aid Counseling (including emergency funds)

Financial aid counseling involves making, distributing and explaining awards to students and/or parents. Students may need assistance managing or establishing budgets for their personal expenses. Work-study is an integral part of the program for students to obtain money for personal expenses. The financial aid C.A. in cooperation with the University Work-study Coordinator must attempt to locate and/or create work-study positions. Hopefully, most of the part time jobs will have educational value for the student employee. The financial aid C.A. is responsible for interviewing students requesting emergency funds. Health care financing is another important concern for the financial aid C.A. If a student needs additional health insurance coverage, medical, psychiatric, or dental care, the student may make requests for emergency funds from the financial aid C.A.

3. Academic Assistance

A. Academic Advising

In September 1968, ten faculty members volunteered to serve as general and special academic advisors. The system was not very successful because it lacked central coordination. Students with specific academic interests did not always have someone in that particular area to answer their questions; it was difficult for some students and advisors to meet at a convenient time for both; C.A.'s were not able to maintain constant communication with student and advisor; and the program coordinator was not able to maintain constant contact between advisors and/or C.A.'s with regard to students' academic programs.

B. Tutorial Assistance

Tutoring for the EOP in the Fall semester 1968 was obtained through the Office of the Dean of Academic Affairs. Tutoring was done by volunteer members of the faculty wives organization, graduate students, and faculty members. The tutoring program was not very effective or efficient because it lacked funds to pay some tutors and a person to administer the program full-time.

In December of 1968, the EOP Coordinator, Phillip E. Jones, proposed the appointment of a full-time Academic Coordinator for EOP to be based in the Office of Academic Affairs and to work in conjunction with the program coordinator. In May of 1969, C. Theodore Molen was appointed Academic Coordinator for the EOP. The proposal also contained a recommendation for additional counseling assistants. The recommendation is to add a half time counseling assistant for every 25 EOP students in their first two years of matriculation at the University. The additional C.A.'s would be based in other offices for student services.

1968-69 EOP STUDENTS
HIGH SCHOOL RECORDS & RETENTION

Average ACT composite	19.10
English	17.80
Math	17.42
Social Science	20.15
Natural Science	20.50
Lowest composite	9
Lowest English	7
Lowest Math	5
Lowest Social Science	13
Lowest Natural Science	11
Highest composite	27
Highest English	26
Highest Math	27
Highest Social Science	30
Highest Natural Science	30

Of 29 class ranks, 22 were in upper half; 13 in upper fourth; 2-#2 class ranks.

Forty-two students entered the University of Iowa in the EOP in September 1968, and seven additional students were identified during the school year. Hence, 49 students participated in EOP in 1968-69. During the year, 10 students voluntarily withdrew from the University. Three were dropped for poor scholarship. Thirty-six students were eligible to return for 1969-70. Twenty-six are in good standing, and ten are on academic probation. Overall, 72% of the EOP students from 1968-69 were eligible to return for 1969-70.

One hundred-eighteen undergraduate students participated in the program during the Fall semester 1969-70. Eighty-two were new students and 36 were returning students. Twelve students withdrew voluntarily, 13 were placed on academic probation, 3 were continued on academic probation, 4 were removed from academic probation and restored to good standing and 3 were dropped for poor scholarship. Eighty-nine remained in good standing. Ninety per cent remained of the 118 undergraduate students who began the fall semester.